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The Elementary Library Project was undertaken in order to establish and expand fifteen school libraries in areas of high concentration of low income families. The objectives of the project were to increase pupil use of the library, to increase teacher use of library materials, and to improve student work-study skills. For children lacking a home environment conducive to proper study habits the project provides (a) a convenient and inviting place to study during and outside of regular school hours, (b) readily accessible print and non-print materials, and (c) a librarian aide trained at the subprofessional level to assist the pupils in selection and use of material. Evaluation of the project involved examination of changes in student achievement and attitudes, library circulation and attendance records, and teachers', librarian aides', and principals' reactions to the library project. (CC)

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MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

ELEMENTARY SCHOOL INSTRUCTIONAL RESOURCES CENTER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SEPTEMBER 6, 1966 -- JUNE 16, 1967

PROGRAM EVALUATION

conducted by

DEPARTMENT OF PSYCHOLOGICAL SERVICES AND EDUCATIONAL RESEARCH

in conjunction with

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INTRODUCTION

Purpose

It has generally been accepted by educators throughout the country that an adequate library program is an essential extension of the classroom. The purpose of this particular project is to provide for the establishment and expansion of elementary school libraries in areas of high concentration of low income families. These libraries were developed to make available a wide variety of resources from which the children can learn. These resources include books, magazines, pamphlets, records, filmstrips, pictures, programmed learning materials, and other audio, visual, and printed resources. The library is also chartered to perform the function of aiding pupils in developing the skills and techniques necessary for learning from these resources.

Significance of the Project

The children for whom this project was designed generally lack a home environment conducive to the promotion of proper study habits. In addition to the lack of physical facilities for study, many of these children fail to have adequate materials necessary for studying in their homes. This educationally inadequate environment coupled with an experiential lack result in an educational disadvantage because the child is not able to cope with an educational system which is heavily oriented toward oral and written communication. Where children experience these problems, it becomes, in part, the obligation of the school to assist in providing the facilities and experiences to help overcome the educational disadvantages which these children suffer.

This project is significant in that it provides, (a) a convenient and inviting place to study during and outside of regular school hours, (b) readily accessible printed and audio-visual material and (c) a librarian aide trained at the sub-professional level to assist, encourage and stimulate the pupil in the selection and use of material. To achieve these ends, the Milwaukee Public Schools has instituted 12 elementary school libraries. In these schools, all of which are located in areas of high concentration of pupils from low income families, a full-time library aide has been hired to perform the duties necessary to maintain and operate the library. Three additional libraries were scheduled to be opened during the year, however, administrative problems prevented their becoming operational.

Project Dates

Seven of the 15 libraries were functioning when school began on September 6, 1967, five additional libraries began operating at various times throughout the school year, and three libraries were not opened. The exact starting date of each of the libraries will be given later in this report.

Project Objectives

The general objective of this project is to compensate for the inadequate home-study environment of these educationally deprived children by providing more abundant and more accessible printed and audio-visual learning material together with facilities for their use. More specifically stated, the objectives are:

1. To increase pupil use of the library, both during and outside of regular school hours.
2. To increase pupil use of study and recreational material in the library, both printed and audio-visual material.
3. To increase the use of library material by the teacher in the classroom.

4. To improve pupil attitude toward oral and written communication specifically reading and writing.

PROJECT POPULATION

Schools Included In This Project

The project was operated for varying periods of time in 12 of the 15 proposed elementary schools. The 15 schools and the dates on which the library began operation are shown in Table 1:

TABLE 1

SCHOOLS AND OPERATION DATES

School	Date on which library opened	Date on which library closed for the summer
Auer	No library aide was hired	
Dover	September 6, 1966	June 16, 1967
Forest Home	No library aide was hired	
Fratney	September 6, 1967	June 16, 1967
Holmes	April 14, 1967	June 16, 1967
Kagel	January 3, 1967	June 16, 1967
LaFollette	September 6, 1966	June 16, 1967
Mitchell	September 6, 1966	June 16, 1967
Mound	September 6, 1966	June 16, 1967
Palmer	September 6, 1966	June 16, 1967
Story	October 13, 1966	June 16, 1967
31st Street	No library aide was hired	
27th Street	September 6, 1966	June 16, 1967
Vieau	December 13, 1966	June 16, 1967
Macdowell	January 30, 1967	June 16, 1967

Pupils Served By This Project

The materials and activities offered by this project were available to all children enrolled in the project schools. No special selection criteria were established to select a particular group of children within the school, however, the librarian aides did make a special effort to work with remedial reading teachers and their students whenever possible.

Project Operational Procedures

Each of the fifteen libraries was to be staffed with a full-time library aide who was to be trained by a library supervising teacher. The original plan was to select Civil Service personnel from their rolls, however, Civil Service personnel were not available and paid volunteers were substituted in their place. The duties and responsibilities of the personnel retained for this project are listed below:

1. Library supervising teacher

   a. Train and supervise the work of the library aides.
   b. Supervise the operation of the project libraries. Since September, 1966, 295 visits were made to the schools in the project.
   c. Work with classroom teachers and pupils in the proper utilization of the libraries.
   d. Assist classroom teachers in the selection of printed materials.
   e. Plan and conduct workshops for classroom teachers.
   f. Help teachers utilize community resources.
   g. Perform the above functions in cooperation with the audio-visual supervising teacher.

2. Audio-visual supervising teacher

   a. Select and procure audio-visual materials to be placed in libraries.
   b. Select and procure the necessary audio-visual equipment.
   c. Assist in the supervision of the operation of the school audio-visual services.
   d. Work with the school audio-visual director in the proper utilization of audio-visual materials and equipment.
   e. Plan and conduct workshops for classroom teachers.
   f. Help teachers utilize community resources.
   g. Perform the above functions in cooperation with the library supervising teacher.

3. Library aides

   a. Perform clerical duties associated with the elementary school libraries including the cataloging and processing of printed and audio-visual materials
   b. Maintain the operation of the libraries in regard to checking out and returning materials.
   c. Keep inventory records of all materials and account for losses and damage.
   d. Assist classroom teachers in locating materials dealing with specific subjects in the libraries.

The libraries were equipped with supplies, and materials according to the pupil population of the school. A list of some of the major equipment is shown in Table 2. In addition to these major items, equipment and materials such as shelving, card catalogs, bookcarts, desks, tables and chairs, audio-visual materials, cabinets, typewriters, filmstrip projectors, filmstrips, record players, records, etc. were furnished for each library.

TABLE 2

MAJOR LIBRARY EQUIPMENT BY SCHOOL

School	Head Phones	Overhead Projector	Tape Recorder	Copy Machine	Jack Strip	3-D Viewer
Auer	3	15		1		
Dover	69	10	11	1	11	40
Forest Home	3	15		1		
Fratney	63	9	10	1	10	40
Holmes	3	15		1		
Kagel	27	9	7	1	4	40
LaFollette	27	13	6	1	4	
Mitchell	27	11	12	1	4	
Mound	27		4			40
Palmer	33	28	7	1	5	
Story	33	16	11	1	5	
31st	45	11	9	1	7	
27th	45		17		7	
Vieau	75	7	12	1	12	
MacDowell	3	20		1		

EVALUATION PLAN

The evaluation design for this project consisted of information relative to the following six general areas:

1. Changes in student achievement.
2. Changes in student attitudes.
3. Library material circulation and pupil attendance records.
4. Regular classroom teachers' reactions to the library project
5. Library aides' reactions to the library project.
6. Principals' reactions to the library project.

Each of these areas will be described in subsequent sections of this report.

Student Achievement

Student achievement was measured with the Work-Study Skills section (W-3) of the Iowa Test of Basic Skills (I.T.B.S.). This test was given to a stratified random sample of four fourth grade, four fifth grade, and four sixth grade classes in schools where the project was in operation (the experimental group) and to a random sample of the same number of classes in similar schools where the project was not in operation (the comparison group). The test was given twice, once in October and again in January. This sequence of testing constitutes a "pre-post controlled research design", and is effective in determining whether measured change in one group differs from measured change in the other group. The specific hypothesis in this case is that the experimental group students who attended schools where the library project was in operation will show a greater positive change in work study skills than will students who attended schools where the library project was not in operation.

The tests were administered by a certified teacher reporting directly to the Department of Psychological Services and Educational Research. This

procedure should eliminate the possibility of testing bias influencing the results.

The test data were analyzed by means of a statistical technique called "analysis of covariance". This is a mathematical technique of accounting for differences which may be present when the groups are pretested and then adjusting the post test scores for this difference. The technique requires that both the pretest and post test score for each individual be obtained, thus students with only one test score were dropped from consideration. This requirement limited the sample size in each group to 102 sixth graders, 104 fifth graders, and 107 fourth graders. The results of the data analysis will be given later in this report.

Student Attitude

Student attitudes were measured with a locally devised student questionnaire (see Appendix A). This questionnaire was given to the same children at the same time as the I.T.B.S. This means that the same questions were asked of children in schools where the project operated and in schools where the project did not operate.

Data analysis for the student questionnaire consisted of a series of Chi-square tests. This statistical technique compares two sets of answers to dichotomy type questions in order to identify if the answers were different from what could be expected by chance. Three Chi-squares were calculated for each question in the questionnaire. The first compared the answers given by the experimental group children in October with their answers in January in order to identify changes in the experimental group if they occurred. The second compares the experimental group answers in October with the comparison group answers in October, and the third compares the answers given by the two groups in January. The last two comparisons identify differences between the

two groups if they exist. The actual questionnaire data will be given later in this report.

Circulation and Attendance

Circulation and attendance data were collected from each project school on the form shown in Appendix B. These descriptive data were collected because it is felt that in a service project of this type, one important factor to consider is the extent of activity of the operation. That is, extensive circulation of books and materials should lead to improved pupil performance.

The specific circulation and attendance data for this past school year are given in the results section of this report. These data are compared to similar data from the 1965-66 project.

School Personnel Reactions

An important part of any evaluation is the reaction of school personnel to the project. In the case of the Elementary Library Project, reactions were solicited by mailed questionnaire from 20 regular classroom teachers (see Appendix C), 14 library aides (see Appendix D), and 12 school principals (see Appendix E). The questionnaires were mailed in May in all cases, and the detailed responses are presented in the next section of this report.

RESULTS

Student Achievement

The pre-post controlled evaluation design for student work-study skills achievement revealed the descriptive information presented in Table 3:

TABLE 3

WORK-STUDY SKILLS ACHIEVEMENT DATA

Grade Level and Group	Number of Students	Pretest Data October, 1966 Mean Raw Score	Mean Grade Equivalent	Standard Deivation Raw Score	Post test Data January, 1967 Mean Raw Score	Mean Grade Equivalent	Standard Deviation Raw Score
6th Grade Experimental	102	27.86	6.5	8.33	31.8	6.8	8.78
6th Grade Comparison	102	26.41	6.3	9.34	31.46	6.7	11.16
5th Grade Experimental	104	20.89	5.2	8.55	26.29	5.6	9.84
5th Grade Comparison	104	18.38	4.9	7.67	22.26	5.3	10.08
4th Grade Experimental	107	17.28	3.9	6.30	22.62	4.8	9.24
4th Grade Comparison	107	17.89	4.0	6.95	21.60	4.7	6.83

The data in the above table reveal that children in both project and non-project schools made gains in work-study skills at all grade levels tested. The mean grade equivalent gains ranged from 0.3 years for the sixth grade experimental group to 0.8 years for the fourth grade experimental group.

Of more concern than this descriptive data however, is the question of whether the gains for the experimental group differed from the gains of the comparison group at any grade level. To answer this question an analysis of covariance was performed at each of the three grade levels. The results of

these analysis are shown in Tables 4, 5, and 6:

TABLE 4

ANALYSIS OF COVARIANCE TABLE
6TH GRADE WORK-STUDY SKILLS DATA

Source	D F	S S	M S	F
Between Groups	1	76.87	76.87	2.12
Within Groups	201	7280.99	36.22	
Total	204			

TABLE 5

ANALYSIS OF COVARIANCE TABLE
5TH GRADE WORK-STUDY SKILLS DATA

Source	D F	S S	M S	F
Between Groups	1	3.71	3.71	0.10
Within Groups	205	7385.06	36.02	
Total	208			

TABLE 6

ANALYSIS OF COVARIANCE TABLE
4TH GRADE WORK-STUDY SKILLS DATA

Source	D F	S S	M S	F
Between Groups	1	60.1	60.1	1.92
Within Groups	211	6595.86	31.26	
Total	214	6655.96		

The three ratios generated in the above analysis are not significant at the .05 level of confidence. This indicates that changes in achievement between the two groups are not different from what might be expected by chance. This indicates that general changes in student achievement that can be attributed to the Library Project either do not exist or are not being measured by section

W-3 of the I.T.B.S.

Student Attitude

The student attitude scale was a combination attitude instrument and questionnaire. The student responses to the questions are given in Table 7. The fourth, fifth, and sixth grade responses were combined for the table tabulation. All students did not respond to every question, and this accounts for the varying number of responses for each question.

A total of forty-three Chi-squares were calculated for the 15 questions. Eight were statistically significant beyond the .05 level of confidence. These were:

1. In October, more comparison group children than experimental group children indicated that they liked school ($X^2 = -9.516$).

2. In October, more experimental group children indicated that they liked to read in the library than in January ($X^2 = 6.582$).

3. In both October and January, more comparison group children indicated that they liked the work they do in school ($X^2 = -14.183$).

4. In October, more experimental group children indicated that they liked to go to the public library than in January ($X^2 = 6.361$).

5. In October, more experimental group children indicated that they liked the teacher to call on them than in January ($X^2 = 4.338$).

6. In October, more comparison group children than experimental group children indicated that they liked to tell the class about things they had studied or read ($X^2 = -12.147$).

7. In October, more experimental group children than comparison group children indicated that they take library books home ($X^2 = 5.467$).

Although more Chi-squares were significant than could be expected by chance, they did not generally favor one group or the other. This would indicate that either widescale general attitude changes did not take place or if they did, they were not exposed by the instrument employed. It is also

reasonable to propose that if attitudes were already positive, then there is no reason to expect a change. This seems reasonable when the data in Table 7 are examined closely.

TABLE 7

STUDENT QUESTIONNAIRE RESPONSES

QUESTION	EXPERIMENTAL GROUP				CONTROL GROUP			
	October		January		October		January	
	Yes	No	Yes	No	Yes	No	Yes	No
Do you have a library book at home?	192	185	186	190	176	194	181	196
Do you now have a public library card?	248	134	268	108	230	140	270	111
Do you like school?	296	86	293	82	331	38	326	50
Do you like to read?	352	29	337	39	349	27	340	35
Do you like to read in the library?	282	100	246	131	254	105	255	122
Do you like to write stories?	243	139	248	133	266	114	268	109
Do you like the work you do in school?	305	77	313	74	332	38	326	49
Are you doing good work in school?	328	53	314	58	324	41	315	61
Do you like to go to the school library?	359	33	338	39	*	*	*	*
Do you like to go to the public library?	326	50	301	76	300	65	326	51
Do you like the teacher to call on you?	302	79	273	102	293	71	283	93
Do you like to read the stories you have written to the class?	184	198	181	195	237	140	206	175
Do you like to tell the class about things you have studied or read?	217	165	192	180	253	113	218	157
Do you like to read books at home?	336	40	330	45	332	29	342	35
Do you take library books home to read?	318	54	316	61	292	78	308	69

* The control group did not have a school library

Circulation and Attendance

Circulation and attendance data were collected from all libraries throughout the entire school year. These data are too extensive to present in their entirety, but the representative time period of January 16, 1967 to April 17, 1967 is presented in Table 8a. Comparisons to these data can be obtained by consulting Appendix F which is baseline data collected during the 1965-66 project.

The circulation and attendance data indicate that the elementary libraries have been quite successful in terms of the magnitude of service provided. In the indicated three month time period, 31,882 books were circulated, 32,493 children came to the libraries during school hours, and 12,437 came either before school, at noon, or after school. These data are typical for the acceptance of the Library Project. There is little doubt that the project is reaching many children in project schools.

Classroom Teacher Reactions

Twenty-two teachers were mailed the teacher questionnaire. Twenty of the twenty-two responded (91 per cent), and their responses are summarized in Table 8b.

The data in Table 8b can only be interpreted as a positive endorsement for the Library Project. The library materials seem to be extensively used in the conventional classrooms, and the teachers indicate that the students are being affected in a positive manner. When asked if the Library Project should be continued next year, 100 per cent (all 20 respondents indicated that they thought it should continue. When asked to indicate her general opinion of the Library Project, one respondent wrote:

> "With the wealth of materials in the library, we have found many more reasons to make use of it. The students use it extensively both at our regular appointed time and at independent time. I have made extensive use of the materials to supplement and aid my classroom instructions."

TABLE 8A

CIRCULATION AND ATTENDANCE TOTALS

January 16, 1967 - April 17, 1967

	PRINTED MATERIALS			AUDIO VISUAL			ATTENDANCE				
SCHOOL	Bks.	Mag.	Other	F.S.	Rec.	Other	Before School	Noon	After School	During School	No. Classes
DOVER	3398	147		8559	3411	2413	953	1345	491	2393	57
FRATNEY	2524		17	763	370	809	208	114	3202	3398	83
HOLMES	245		4	114	41	42					
KAGEL	2683		43	121	50	6				1865	100
LA FOLLETTE	339			113	82	2				2876	44
MACDOWELL	2		2	77	56		21	14	18	16	
MITCHELL	4836	56	479	908	581	518	217	116	58	5813	102
MOUND	2852			308	164	132			725	3641	111
PALMER	3565		4	423	278	377	537	420	962	3032	106
STORY	1729	5	45	1444	871	6				1455	45
27TH	5730		18	590	271	149	257	342	468	6023	191
VIEAU	3979	8		1025	63		793	787	389	1981	49
Grand Total	31882	218	612	14445	6238	4454	2986	3138	6313	32493	888

TABLE 8

TEACHER QUESTIONNAIRE RESPONSES

Summary of Question (For complete question see Appendix C)	Very Much No.	%	A Little No.	%	Not at all No.	%	Total No.	%
1. Did the Library Project increase the amount of pupil outside reading:								
a. In school?	14	70	6	30	0	0	20	100
b. Out of school?	11	55	9	45	0	0	20	100
2. Did the project encourage children to write reports, stories, etc.?	7	35	12	60	1	5	20	100
3. Did it encourage children to give oral reports?	12	60	8	40	0	0	20	100
4. Did the project meet the following objectives:								
a. Improved library skills?	14	70	5	25	1	5	20	100
b. Improved student attitudes?	12	60	8	40	0	0	20	100
c. Provide learning materials and a wholesome environment for learning?	19	95	1	5	0	0	20	100
5. To what extent were the library materials used in the regular classes?	19	95	1	5	0	0	20	100

The above comment is typical of the acceptance the teachers have for this project.

Library Aide Questionnaire

Questionnaires (see Appendix B) were mailed to all fourteen elementary library aides retained for this project, and all fourteen (100 per cent) responded. Ten of the fourteen worked full time, from 27½ to 40 hours per week, and four shared two schools with each aide working 20 hours per week.

The library aides indicated that they spent the majority of their time in assisting students in book selection, processing books, circulating materials, and scheduling classes for the library. They spent the least amount of time taking inventories, supervising monitors, and in general housekeeping. In general, they felt that they were spending their time on the activities which were most necessary.

When asked if they felt that they had been supported adequately by the Central Office staff, all fourteen respondents indicated that the support was excellent. The same uniform positive response was received to the question about how well the children received the project. One hundred per cent indicated that the project was very well recieved by the children.

When asked to indicate what they felt was their most important service to the children, the modal response by the library aides was "to familiarize the children with the library and help them select books which are interesting and at the right reading level". The modal answer to the question about how the (the library aides) helped the teachers was "to help the teachers in finding suitable audio-visual material and books to be used in the classroom".

When asked if they had attempted to identify any particular group of children with which to spend extra time and effort, eleven of the fourteen (79 per cent indicated that they had). This group was either children in the

reading center, or children that the aides felt had a special need. There was not an objective method of selecting particular children.

Principal Reactions

The principal in each of the twelve schools in the Library Project was mailed a rating scale concerning all E.S.E.A. Title 1 projects. In each case of the Library Project, they rated the effect of the project on:

1. teaching-learning environment
2. pupil attitude
3. curriculum materials
4. teacher morale

The scale values were: 3 = outstanding, 2 = satisfactory, and 1 = unsatisfactory. Eleven of the twelve principals responded and a mean scale value was determined for each of the four factors listed above. The mean values were:

1. teaching-learning environment = 2.545
2. pupil attitude = 2.545
3. curriculum materials = 2.545
4. teacher morale = 2.364

It is evident that the project was well received by the principals. On all four characteristics, the rating was well above satisfactory. This indicates that the project was quite effective in the eyes of the principals.

SUMMARY

Summary

The Elementary Library Project was proposed for fifteen elementary schools in areas of economic deprivation. Due to various administrative problems, the project became operational in twelve schools while three schools could not secure the services of a library aide.

The objectives of the project were to, increase pupil use of the library, to increase teacher use of library materials, and to improve student work-study (library) skills.

The principal working element of the project were the libraries aides, whose responsibility was to administer the project in the respective schools. The aides worked with teachers and students so that the library books and materials could be properly and extensively used.

The project was evaluated with both objective and subjective information. The objective portion consisted of a pre-post controlled experiment designed to identify relative changes in work-study skills achievement and attitude between children in the project and similar children not in the project. The subjective portion consisted of the reactions of various school personnel to the Library Project and library circulation and attendance data.

General Conclusions

The Library Project is reaching many children located in areas of economic deprivation. Data suggest that personnel retained by this project are doing an effective job of organization and implementation of library activities. The results of the questionnaire administered indicate that many books and materials are being circulated to the pupils and used by the teachers. Records indicate that children come to the library before, during, and after school hours.

School personnel are quite positive concerning the Library Project. Principals, teachers, and library aides feel that the project is reaching the children, and that pupil response is quite favorable. Teachers are applying the materials in the classroom and feel that they are an aid in instruction. However, the above descriptive information cannot be substantiated with objective evaluation results.

When children in the project were compared with similar children not in the project in work-study skills achievement and attitudes, statistically significant differences were not obtained. This would indicate that although school personnel are positive about the project, general student changes in the areas tested are not of sufficient magnitude to be detected. There are two possible explanations for this finding. Either the treatment (Library Project) is not of sufficient intensity to cause a significant change, or the test devices were inappropriate in measuring the change which did, in fact, occur. In any event, objective test data cannot substantiate the subjective reactions of school personnel.

Recommendations

This project was designed to be a general service to the entire pupil population of the schools which it served. In this regard, school personnel reactions indicate that it was quite effective. However, it does not seem reasonable to expect general changes from an entire student body because it did not deal intensively with a limited number of identified students. In this regard, it is recommended that the project be redefined as a general service project rather than calling for specific changes in academic skills and attitudes. The library books and materials cover a variety of topics and although the students who use them probably acquire skills and attitudes, it is questionable whether these skills are general. Rather the skills acquired

would be quite specific to the materials studied, and a valid change would have to be measured on an individual basis. In this sense, the project is individualized, and the success of it is dependent upon the individual child.

APPENDIXES

Appendix A

MILWAUKEE PUBLIC SCHOOLS

E-1

LIBRARY SERVICES

School _____ Class _____

Grade in School _____

To the Student:

We would like you to help us by sharing some information and your feelings with us. Your answers will not affect your grades, for we do not ask you to put your name on the paper. Please look at each question and give us your best answer.

1. Do you now have a library book at home? ☐ Yes ☐ No

2. Do you now have a public library card? ☐ Yes ☐ No

3. Do you like school? ☐ Yes ☐ No

4. Do you like to read? ☐ Yes ☐ No

5. Do you like to read in the library? ☐ Yes ☐ No

6. Do you like to write stories? ☐ Yes ☐ No

7. Do you like the work you do in school? ☐ Yes ☐ No

MILWAUKEE PUBLIC SCHOOLS

E-1

8. Are you doing good work in school? ☐ Yes ☐ No

9. Do you like to go to the school library? ☐ Yes ☐ No

10. Do you like to go to the public library? ☐ Yes ☐ No

11. Do you like the teacher to call on you? ☐ Yes ☐ No

12. Do you like to read the stories you have written to the class? ☐ Yes ☐ No

13. Do you like to tell the class about things you have studied or read? ☐ Yes ☐ No

14. Do you like to read books at home? ☐ Yes ☐ No

15. Do you take library books home to read? ☐ Yes ☐ No

APPENDIX B

SCHOOL LIBRARY SERVICES
CIRCULATION AND ATTENDANCE

School _____

Week of _____

Library Aide _____

	USED IN LIBRARY						CIRCULATED						ATTENDANCE																	
																			INDIVIDUAL											
													Classes						Before School						Noon				After School					
	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T	M	T	W	Th	F	T
PRINTED MATERIAL																																				
Books																																				
Magazines																																				
Other																																				
Other																																				
AUDIO VISUAL																																				
Filmstrips																																				
Records																																				
Other																																				
Other																																				

Appendix C

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction
ESEA School Library Project

Library Project E-1 — Teacher Questionnaire

Grade Taught_____

1. Do you feel that the school library operation has increased the amount of outside reading your pupils have done?

	very much	a little	not at all
a. In school	☐	☐	☐
b. Out of school	☐	☐	☐

2. Has the Library Project encouraged the children to write reports, stories, etc.?

very much	a little	not at all
☐	☐	☐

3. Has the Library Project encouraged the children to give oral reports in class?

very much	a little	not at all
☐	☐	☐

4. Has the Library Project been effective in achieving the following general objectives:

	very much	a little	not at all
a. To improve the skills of locating information and using materials located in the school library.	☐	☐	☐
b. To improve children's attitudes towards school and education.	☐	☐	☐
c. To provide a variety of learning materials and wholesome environment for study for the children.	☐	☐	☐

5. To what extent have you used the materials in the school library in your regular teaching.

very much	a little	not at all
☐	☐	☐

6. Do you feel that the Library Project should be continued next year.

Yes	No opinion	No
☐	☐	☐

7. Please comment on your opinion of the value of the Library Project.

Appendix D

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction
ESEA School Library Project

LIBRARY AIDE QUESTIONNAIRE

Name_____ School_____

Date started_____ School Enrollment_____ (approx.)

1. Weekly schedule:

	From	To	Number of hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

2. Place a number in front of each item listed below to show the rank order of time actually spent on these items. Thus, a (1) would be in front of the item on which most time was spent, a (2) in front of the item on which the second most time was spent, and so on.

Rank Order at present		Ideal Rank Order
_____	Processing	_____
_____	Circulation (checking out books, checking in books)	_____
_____	Supervision of library monitors	_____
_____	Scheduling of classes in library	_____
_____	General housekeeping (neat appearance, etc.)	_____
_____	Assisting students in book selection (also keeping orderly behavior in library, etc.)	_____
_____	Shelving books & reading shelves	_____
_____	Record keeping--circulation & attendance	_____
_____	Keeping library open after school, noon, before school	_____
_____	Inventory	_____
_____	Other (please identify)	_____

3. Consider again this list of activities, but this time rank the items in terms of what you consider to be the ideal time spent for your school. Place these rankings to the right of the items listed.

4. Do you feel that you have been supported adequately from the Central Office Staff?
(check one)

- ☐ Support has been excellent
- ☐ Support has been adequate
- ☐ Support has been inadequate

5. Do you feel that the library project has been well received by the children in your school?
(check one)

- ☐ Very well received
- ☐ The children seem neutral
- ☐ Not well received

6. What do you feel is the most important thing you do for the children?

7. What do you feel is the most important thing you do for the teachers?

8. Have you attempted to identify any particular group of children in your school with which you have devoted extra time and effort?

☐ Yes ☐ No

If yes, please briefly describe the group and the method of identification.

School _____

Rating Key
3 = Outstanding
2 = Satisfactory
1 = Unsatisfactory
0 = No Opinion

OBJECTIVES (AIMS OR GOALS OF PROJECTS)

Objective	As a result of this project, there has been improvement in:	SAMPLE: Lower Pupil-Teacher Ratio Project No. XX	E-1 School Library Services	E-2 Expanded Reading Center Services	E-4 Additional Non-teaching Vice-Principals	E-5 Special Physical Education Teacher Program	E-6 Art Experience Program	E-7 Music Experience Program	E-8 Speech & Language Skills Building Program	E-10 Outdoor Education	E-12 Handicapped Children - Recreation	E-13 & & I	E-14 Remedial Teachers	ESS-1 Expansion of Psychological Services	ESS-1F Programmed Learning	ESS-6 School Social Work
A.	Teaching-Learning Environment															
B.	Teaching Performance in This Area															
C.	Pupil Attitude															
D.	Social Development of Pupil															
E.	Pupil-Teacher Relationship															
F.	Home-School Relations															
G.	Out-of-School Activities															
H.	Curriculum Materials															
I.	Teacher Morale															
J.	Supervision															

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kjo

Appendix F

A SIX-WEEK CIRCULATION AND ATTENDANCE REPORT OF THE THREE ELEMENTARY SCHOOLS HAVING ESTABLISHED LIBRARIES

ITEM	Week of 5/2-5/6	Week of 5/9-5/13	Week of 5/16-5/20	Week of 5/23-5/27	Week of 5/31- 6/3	Week of 6/6-6/10	Six-Week Totals	Weekly Mean
CIRCULATION								
Books	900	1019	703	815	841	484	4777	796
Magazines	3	2					5	.83
Pamphlets	13	16				1	34	6
Film Strips		3	2	9			14	2
Records	4						4	.67
Other			16				16	3
ATTENDANCE								
Individual Pupils	409	902	638	728	587	358	4411	735
Before School	63	80	66	42	20	36	337	56
Noon	67	116	66	110	110	67	568	95
After School	127	132	96	64	79	73	588	98
Class Groups	22	35	15	21	16	9	132	22
SERVICE TO SCHOOL FACULTY	50	76	30	31	23	24	304	51